

TENNESSEE COLLEGE OF APPLIED TECHNOLOGY – PULASKI

2019 Governor’s Investment in Technical Education (GIVE)

Welding Program Expansion – Lincoln

Fiscal Agent: Tennessee College of Applied Technology – Pulaski

IN PARTNERSHIP WITH

Fayetteville/Lincoln County Industrial Development Board (Workforce/Economic Development Agency)

Tennessee College of Applied Technology – Pulaski (Higher Education Institution)

Lincoln County School District (LEA/School District)

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Funding Requested: \$1,063,301



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Abstract

Tennessee College of Applied Technology – Pulaski (TCAT-P) is requesting \$1,063,301 to create a welding program including Work Based Learning (WBL) for Fayetteville/Lincoln County. Our proposal is responsive to both supply and demand needs in the local area and to Drive to 55 goals. Our program is sustainable through revenues generated from serving adult and dual enrolled high school students.

Lincoln County High School currently has a program that offers only introductory courses and cannot accommodate dual enrolled or adult students. Students can dual enroll and transfer their credits into the Welding Technology program at TCAT-P. However, at this time, the program is not in itself a complete course of study, and many students feel that the commute to Pulaski is too great. The welding program in Pulaski can serve the western portions of Lincoln County, but the eastern portions of Lincoln County, plus counties not contiguous to Giles are not practical to serve from Giles County. These are Moore, Bedford, and Franklin.

The funds will be used to rehabilitate a facility that was previously used as the 9th Grade Academy, to purchase 20 welding machines and associated equipment and materials, to hire faculty, expand dual enrollment and initiate an adult evening program. A WBL program will be initiated to complement the in-class instruction. The WBL coordinator for TCAT-P will serve the Lincoln County catchment area as well as the Giles County catchment.

The proposed program represents a significant undertaking both in the construction required to remodel the building, and in the ramp up of the program. We anticipate being fully operational with the expansion in time for the Fall 2021 trimester.

TCAT-P's welding program is extremely successful, with adult completion rates at 90%, and employment rates immediately after program completion at 91%. Dual enrollment completion rates are around 80%. TCAT-P would extend its successful methods into the Lincoln County program.

The shortage of welders in our South Central Tennessee region is more severe than in Tennessee state-wide. In August, 2019, we conducted a survey of employers in Giles and contiguous counties and found that 14 responding companies currently have 61 openings for welders. South Central Tennessee, including Lincoln County, is especially welding-intensive, with a location quotient (LQ) for welders of 1.9, while Tennessee's LQ is 1.2, and by definition, the LQ for the country as a whole is 1. This translates to 5.14 welders per 1000 jobs in our area, compared to 3.23 per 1000 jobs in Tennessee, and 2.69 per 1000 jobs in the US in general.

Welding is a key occupation for two of Tennessee's most important industry clusters – Automotive and Aerospace/Defense. Supporting the needs of important industry clusters is essential to Tennessee's economic success and competitiveness.

We are in the unique position of having unmet demand for the program on the student side, and unmet demand for the program's output on the employer side. We have a proven successful program which will be expanded and enhanced by the GIVE grant.

I. Demonstration of Need

Alignment with Drive to 55 Goals

The expansion of the welding program will increase higher education attainment by an estimated 36 per year, a maximum of 16 dual enrollment completions and 20 adult completions. The welding program is a three trimester course of study resulting in 3 certificates and a diploma, all of which meet Drive to 55 post-secondary credential criteria.

Drive to 55 aspires to equip 55% of Tennesseans with a college degree or certificate by 2025.

Lincoln County lags the state in post-secondary accomplishment. 17.9% of Lincoln County adults have some college, compared to the Tennessee figure is 21.5%. 26.8% of Lincoln Countians have an Associate's degree, compared to 35.3% statewide (Tennessee Education Commission and Tennessee Student Assistance Corporation, 2017).

Welders are listed as a key occupation for both Tennessee's emerging Aerospace and Defense Cluster and the Automotive Industry Cluster. Southern Middle Tennessee is especially rich in Automotive Industry companies (Center for Economic Research in Tennessee, 2018) (Center for Economic Research in Tennessee, 2019).

Localized Need Demonstration

The shortage of welders is well documented nationally, state-wide, and locally.¹ According to current Bureau of Labor Statistics (BLS) Occupational Employment Statistics (OES), the short term occupational growth rate for welders in Tennessee is almost twice that for all occupations

¹ For quantitative analysis of welder supply and demand, we use the 2018 Standard Occupational Code for Welders, Cutters, Solderers, and Brazers, SOC 51-4121. For analysis of related programs of study, we use the 2000 Classification of Instructional Programs for Welding Technology, Welder, CIP 48-0508.

in Tennessee (Bureau of Labor Statistics). The Tennessee Higher Education Commission 2019 Annual Report on Academic Supply and Occupational Demand shows welders being in shortage in all 9 of the state regions (Tennessee Higher Education Commission, 2019).

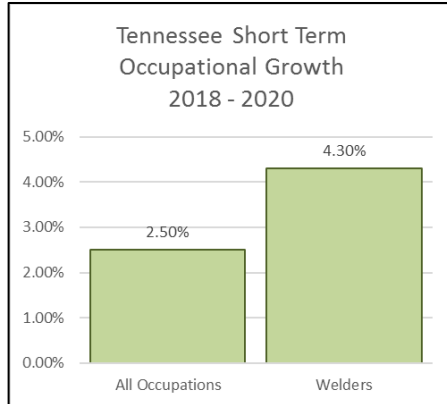


Figure 1: Growth in Demand for TN Welders vs. All Occupations

Long term projections show that between the years 2016 and 2026, Tennessee will have an average of 820 new openings for welders per year (Bureau of Labor Statistics). Yet the production of new welders through TCATs and CTE courses of study falls far short of demand. Twenty-five TCATs have welding programs. Many produce 20 or fewer students per

year. Consequently, we estimate that the TCATs' collective production of welders is no more than 500 per year.

The South Central Region's need for welders outpaces that of the state or nation. A much higher proportion of our workforce are welders. Our location quotient (LQ) for welders in the South Central Region is almost twice that of the nation, and 60% higher than the state as a

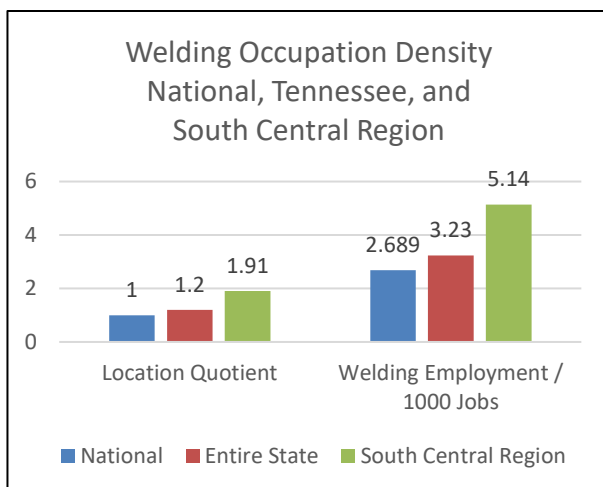


Figure 2: Welder Intensity South Central Tennessee Compared to Nation and State

whole. 5.14 jobs out of every 1000 in our region are welding jobs, compared to 2.7 nationally, and 3.2 state wide.

The strong message of this analysis is echoed by area employers. In August 2019, we surveyed businesses in Giles and contiguous counties who employ welders ("local area"). Fourteen area

employers responded, and indicated that their businesses currently had unfilled openings for 60 welders.² Welding faculty at TCAT-P estimate that the respondents account for 50% of all welding jobs in the local area, with an upper bound of 60% and a lower bound of 40%. Scaled to all welder employers within the local area, we estimate that there are current unfilled openings for 99 – 149 welders. Analysis of more long term needs expressed in the survey suggests that within the Giles County cachement area, annual demand will be about 120 welders per year. The survey and the responses and detailed estimate methodology is shown in Exhibit A.

Total and Incremental Demand for Welders in Lincoln Cachement Area		
	Population	
Lincoln	34177	
Bedford	49038	
Franklin	41890	
Marshall	33693	
Giles	29503	
Moore	6411	
Lawrence	43734	
Mauzy	94340	
Giles Cachement	235447	120
Lincoln Cachement	194712	
Incremental Lincoln Cachement	114428	
Jobs Per 1000 Population	0.51	
Total Jobs for Lincoln Cachement	99	
Incremental Jobs*	58	
* Includes all counties not contiguous to Giles, and 1/2 of Lincoln because Lincoln's west side is considered accessible to Giles		

Figure 3: Total and Incremental Demand for Welders in Lincoln County Cachement Area

Based on that analysis, we estimated total and incremental demand for the Lincoln County cachement by assuming that jobs per population were proportional in each of the counties.

This analysis indicates that total demand in Lincoln's cachement area is 99 welders per year, and incremental demand, assuming expansions in Giles County's welding program, is 58 per year.

² Our data contrast with estimates produced by THEC showing just 37 current openings for the entire region, and to BLS data that indicate fewer jobs in our region than we estimate. The discrepancy may be due to a combination of factors including openings that are not posted in sources used for THECs or BLS count, possible imputation procedures that assume equal statewide LQs, forecasting procedures that may be more linear than the growth our area is actually experiencing, and timing differences in the data collection period. We are confident that our direct survey of area employers represents a reliable estimate of current and anticipated demand.

Persistent welder shortages discourage relocation and expansion by welding-intensive companies, taking not just welding jobs, but all jobs for those companies out of our economic development path.

The expansion of a full-fledged welding program into Lincoln County will allow TCAT-P to serve four more counties than it is practical to serve from its main campus.

Exhibit B contains supporting letters from the IDB stating that the proposed program is aligned

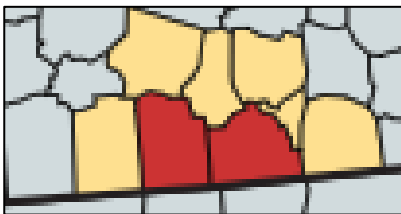


Figure 4: Expansion of Counties Served

with their demand for unfilled and anticipated future welder requirements, and meets their credential requirements.

Exhibit C contains letters from the Lincoln County Industrial Development Board and the Economic Development

Executive Director in Lewisburg supporting the magnitude and significance of the welder shortage in our area.

Living Wage

Living Wage vs. Welding Wage		
	MIT Living Wage for Single Adult	Population
Lincoln	\$9.95	34177
Bedford	\$10.34	49038
Franklin	\$9.88	41890
Giles	\$9.95	29503
Marshall	\$10.50	33693
Moore	\$9.88	6411
Total		194712
Population-Weighted Living Wage	\$10.13	
BLS Regional Median Welder Wage	\$19.89	
BLS Regional Mean Welder Wage	\$21.33	
Local Starting Welder Wage	\$15.00 - \$18.00	
Local 90-Day After Hire Welder Wage	\$22.00	

Figure 5: Living Wage for Local Area Compared to Welder Wage

The MIT Living Wage Calculator for Lincoln and contiguous counties indicates a population-

weighted living wage of \$10.13 per hour

(Massachusetts Institute of Technology, n.d.).

BLS reports mean and median wages for welders for the South Central Region, shown below. The TCAT welding faculty provided

current rates actually being offered locally to new graduates of their program at the time of hire (probationary), and in 90 days of being hired, after a successful probationary period.

Local probationary wage rates are 50% higher than the Living Wage rate, while local permanent hire rates and median and mean BLS regional rates are double the living wage rates.

The effective rates for welders also compare very favorably with the regional wage for all

Welder Wage Compared to All Regional Occupations Wage		occupations. Even beginning welder wages exceed 75% of the regional wage for all occupations, they exceed 100% of the regional wage for all occupations.
BLS Regional Median Wage All Occupations	\$15.34	
75% of Regional Median Wage	\$11.51	
BLS Regional Median Welder Wage	\$19.89	
BLS Regional Mean Welder Wage	\$21.33	
Local Starting Welder Wage	\$15.00 - \$18.00	
Local 90-Day After Hire Welder Wage	\$22.00	

Figure 6: Welder Wage Compared to 75% of All Occupation Wage

II. Program Plan

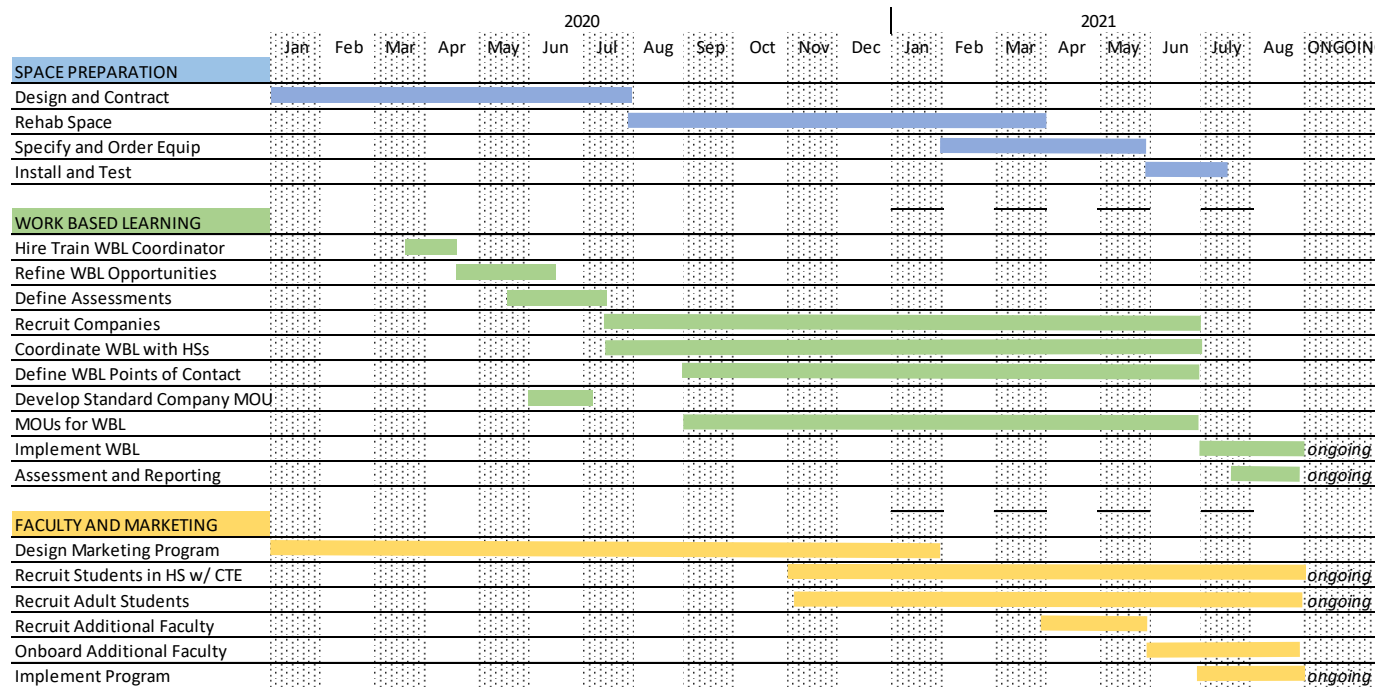
This section presents the project timeline, objectives, governance plan, plan for recruitment of underrepresented populations, WBL plan, ethics programming, and faculty professional development plans.

Project Timeline and Overview

The project is structured to be fully implemented by Fall 2021. The primary planning and implementation areas are:

- Space preparation and equipment ordering and installation;
- Planning and implementing expanded WBL programs;
- Marketing the program through High Schools (dual enrollment) and with adults, and hiring and onboarding additional required faculty.

The timeline is shown below. Detailed lists of critical meetings and measurable objectives are shown in Exhibit D.



Alignment of Workforce Data and Drive to 55 Goals

The grant activities are directly related to three focal points: responsiveness to alleviating the severe workforce shortage for qualified and credentialed welders; adding significantly to the attainment of Drive to 55 goals by providing post-secondary credentials where employers have a profound need; and instituting Work Based Learning across the entire WBL continuum.

The welding programs offer four credentials, all of which meet post-secondary criteria for Drive to 55 purposes. A full time student attending three trimesters receives three certificates plus a Combination Welding Diploma.

The current program in Lincoln does not produce credentialed welders. The addition of program capacity due to this GIVE grant proposal would add the ability to graduate 16 dual

enrolled students and 20 adult students per year, for a total of 38. This compares favorably with our incremental demand estimate of 58.

There is low likelihood that the expansion would oversupply the market or drastically undersupply the market. Oversupply could result in decreased wages, while undersupply might result in companies relocating jobs to a market with a more favorable supply of welders. We believe that our proposed expansion is correctly calibrated to market demand and supply of potential students.

Objectives for Student Engagement

TCAT-P plans to replicate its successful Giles County student engagement program in Lincoln County. The welding program at TCAT-P has a completion rate of 90%, and a hire rate for graduates of 91%. TCAT-P's current program in Giles County innovatively engages students by bringing in real-life projects for students to work on, often incorporating elements of service learning (learning connected to social and community benefit).



Figure 7: Student Engaged in Service Learning at Giles County Solid Waste

Example Service Learning Live Student Projects

- Fabricating and installing collapsible seating, handrails, and step bumper for the Pulaski Police Department van;
- Repairing bunks at the Giles County jail;
- Fabricating doors and shelving, and cutting out and installing windows in shipping containers for a Giles County Solid Waste recycling center;
- Modifying water tanks for Giles County Fire & Rescue

Participation in SkillsUSA competitions has created pride and engagement. TCAT-P's program has been awarded the coveted National Model of Excellence designation for the last two years, a feat rivaled by only one other TCAT.³

Additionally, instructors are highly engaged with their students through several mechanisms:

- One-on-one instruction;
- Counseling throughout the program.
- Taking students on industry visits and shop tours;
- Informing students of job opportunities;
- Assisting students in job placement;
- Advising students about different industries and career paths.



Figure 8: TCAT-P 2019 SkillsUSA National Models of Excellence Display

Continuous monitoring is crucial to provide early warning signs of disengagement. Measures of student engagement include class attendance, successful completion of assignments, and successful participation in WBL activities. TCAT-P triggers an intervention when needed. The nature of the intervention is dependent on the specific situation and may, for dual enrolled students, involve HS faculty and guidance counselors. Attentive and caring faculty contribute to the student's ability to complete the program.

³ National Model of Excellence is awarded to only 24 chapters nationally, chosen from among over 2000 institutions that have achieved Gold chapter status.

AWS	Award Type	Clock Hours
Shielded metal Arc Welder	Certificate	432
Gas Metal Arc Welder	Certificate	864
Gas Tungsten Arc Welder/Combination Welder	Tungsten Arc Welder Certificate Combination Welder Diploma	1296

Figure 9: Welder Certificates and Diplomas

The three trimester program offered by TCAT-P would provide four separate credentials – three certificates and a diploma, with course work that is accredited by the American Welding Society (AWS). The adjacent table shows what

credential is earned in each trimester of the program, and the cumulative clock hours attained at each level. The first and second trimesters offer early post-secondary opportunities (EPSOs) that are valued in the workplace and enhance the workforce qualifications within Tennessee. Almost all students complete the entire 3 trimester program and receive a diploma.

Recruitment of Underrepresented Groups

TCAT-P has recently hired an experienced full-time recruiter. The recruiter has initiated several powerful recruiting programs for attracting underrepresented groups into the welding program:

- Marketing materials will visually represent diversity through photos;
- Women and minority alumni of the welding program will be invited to participate in round table luncheons and discussions to generate ideas about how better to recruit other women and minorities;
- Women and minority alumni will be presented in videos on the TCAT-P website, talking about the welding program and their careers;
- Women and minority welding alumni, and the high wages and employer demand, will be showcased in a luncheon and facility tours for area high school guidance counselors, CTE directors, and CTE faculty;

- TCAT-P will partner with American Job Centers in communities within its cachement area to educate career counselors about the welding program and the opportunities it represents, and provide program materials to be available at the American Job Centers;
- TCAT-P will work with NAACP chapters to highlight the program and its benefits.

TCAT-P would extend this recruiter's responsibilities into the Lincoln County cachement area.

Project Governance and Accountability Plan

The Project Director will be Mike Whitehead, who is also President of TCAT-P. Other members of the Steering Committee are: Josh Hughes, Welding Instructor; Robert Alford, Coordinator of the Evening Program; Susan Welch, Lincoln County CTE Director; Elaine Middleton, Executive Director of the Fayetteville/Lincoln County Industrial Development Board; and C&S Plastics and Franke Foodservice Systems. The Steering Committee will meet frequently during the first year of the grant, in order to keep the many project elements on schedule, and to make policy decisions where needed. Our experience with the LEAP Grant and similar grants tells us that when the program launches, and at key milestones in its implementation, meetings may be as frequent as bi-weekly, with fewer meetings later on. Once the program is implemented, the Steering Committee will meet as needed, but no less frequently than quarterly.

Structure of the Work-Based Learning Program

TCAT-P already has many elements of WBL in place in Giles County at every stage of the WBL Continuum. Under the grant, WBL will be expanded to include the program in Lincoln County. TCAT-P will work in close coordination with the high school to ensure that the programs meet the criteria for WBL as articulated in the Tennessee State Board of Education High School Policy 2.103, as implemented through protocols provided in the WBL Toolbox. These protocols will provide a more formalized structure, communications with workplace mentors, instruction that meets WBL Framework requirements, and documentation and assessment related to student work.

The adjacent table shows how robust TCAT-P's WBL platform already is. TCAT-P already has employer partners and processes for managing the WBL experiences that it provides. The fuller implementation of WBL in Lincoln County would piggyback on the expansion of WBL under the Giles

Type of Opportunity	Currently Done	Additional Enhancements Planned with Grant
Industry and Career Awareness	Plant Tours Career Fairs	Expanded Number and Variety of Opportunities Enhanced Measurement and Assessment
Career Exploration	One-on-One or Small Group Interactions With People In Plant Tours Guest Speakers	Job Shadowing Expanded Number and Variety of Opportunities Enhanced Measurement and Assessment
Career Preparation	Real World Projects Working With Community Entities (Service Learning) 2-4 Week Internships with Partner Companies	Expanded Number and Variety of Opportunities Enhanced Measurement and Assessment
Career Training	2-4 Week Internships with Partner Companies	Apprenticeships and Cooperative Learning Expanded Number and Variety of Opportunities Enhanced Measurement and Assessment

Figure 10: TCAT-P Current and Planned Work-Based Learning

County GIVE grant, but would follow a longer implementation period because new relationships in additional counties need to be built. Internships, Apprenticeships, and Cooperative Learning will be credit earning.

TCAT-P incorporates a credit-bearing work ethic course of study into each trimester. The program was developed in conjunction with the Tennessee Board of Regents, and incorporates progressive measurable goals. Work ethic is an essential characteristic of successful welding graduates.

TCAT-P supports its faculty in professional development. Evolving technology, the changing nature of welding activities in our region, and changing employer needs require that faculty stay up to date professionally. Faculty participate in bi-monthly facility-wide Professional Learning Communities as well as a week-long in-service training program with TBR for curriculum planning. TCAT-P is reimbursing tuition and supporting the current welding faculty in attaining a post-secondary degree, and also pays for his maintaining his professional credentials, the CWI (Certified Welding Inspector) and CWE (Certified Welding Educator). Additionally, the TCAT-P welding faculty are in constant communication with area employers to keep up with their changing needs.

The GIVE Project Leader, Mike Whitehead, is a member of the Marshall County Advanced Manufacturing Council (MCAMC), and is in close contact with employers in the area as well. His presentation to the MCAMC spurred Marshall County to focus on increasing welder education in their high school.

Role of Proposed Equipment Request

The proposed equipment is essential to expansion of the program and the more welders. The equipment requested or exceeds equipment currently being used industry, and consequently will perform

Equipment	Number
Multiprocess Miller XMT350 Welding Machines Capable fo Stick, Mig, DC TIG, and Air Carbon Arc Gouging	15
Miller Dynasty 400 Welding Machines Capable of Stick and TIG (DC and AC)	5
Clean Air America Self-Ventilating Booths	20

Figure 11: Equipment to be Purchased

well for the foreseeable future. All equipment is on the recommended Career Cluster Equipment List.

III. Strength of Partnerships

The roles of the mandatory partners, and their qualifications for their roles, are as follows:

- TCAT-Pulaski is both the fiscal agent and the lead entity delivering the proposed program. Key people at TCAT-P are Mike Whitehead, Project Leader; Josh Hughes, Welding Faculty; and Vickie Odeneal, Fiscal Control. As lead entity, TCAT-P will be responsible for coordinating all grant activities, managing partner participation, reporting, and contract monitoring. As the implementing agency, TCAT-P will be responsible for expanding and implementing this proposed program. As the fiscal agent, TCAT-P will execute the grant contract with THEC, and will oversee all budgetary aspects of the grant. TCAT-P has successfully administered many grants in the past, and will continue to deliver excellence in this role.
- The partnership will include South Central Tennessee Development District (SCTDD); and Elaine Middleton, Executive Director, Fayetteville/Lincoln County Industrial Development Board (FLIDB). SCTDD has worked in concert with THEC institutions on numerous grants and workforce development initiatives. SCTDD operates American Jobs Centers throughout the region, and helps connect employers with employees. FLIDB is responsible for bringing new jobs to Lincoln County through relocations,

expansions, and start-ups. Both of these partners are essential to providing information and outreach to area employers. Additionally, SCTDD will play an important role in recruiting adult students through its American Jobs Centers.

- The Lincoln County School District will provide and help coordinate the dual enrollment students, and will ensure that the WBL programs meet state standards for secondary school students. Susan Welch, the CTE Director for the Lincoln County School District will be the representative of the School District.
- Employer Partners will be C&S Plastics and Franke Foodservice Systems. We expect other partners to join. Together, these valued employer partners provide a range of company sizes, industries, and welding applications. All have employed, and wish to employ more, TCAT-P students, and are already engaged in WBL activities ranging from plant tours to internships. Given the shortage of welders in the area, employers are eager to participate in programs with TCAT-P to foster expansion of the supply of welders, and to participate with students throughout their training so that students are aware of opportunities, and are familiar with the employers' work environments.

MOUs with the partners are included in Exhibit E.

IV. Budget Plan

Alignment of Budget Plan to Grant Activities

The budget plan is directly aligned with the grant activities. Equipment and rehab expenses directly support the expansion of the welding program, as does the hiring of an additional faculty member. The WBL coordinator expense directly supports the development of WBL opportunities, and the coordination, supervision, measurement, and assessment of outcomes.

The indirect cost line of the budget supports the activities of TCAT-P as fiscal agent, and to support reporting, evaluation, and assessment.

V. Sustainability

The grant will support one-time expenses such as the rehab of the space; the purchase of equipment; the implementation of the plan to expand enrollment; and the expansion of and enhancements to WBL.

Once enrollment is expanded, ongoing increased revenues due to increased enrollment will sustain the program financially.

The partners and steering committee are committed to meeting beyond the 30-month duration of the grant. The serious ongoing welder shortage motivates all parties to have the program succeed well past the duration of the grant. Many of these parties are in frequent communication with each other already, so continuation of the steering committee simply creates a more structured framework mechanism to continue what they are already doing.

Students who do WBL with an employer on-board faster and are likely to stay longer than new hires who did not experience WBL with the employer. Thus, the incentives for employers to continue to engage in WBL are significant.

VI. Economic Status Acknowledgement

Neither Lincoln County nor the contiguous counties are distressed or at risk. However, educational attainment in all counties except Maury is far lower than educational attainment in Tennessee in general. Lifting up low-performing counties is essential if the state is to meet its Drive to 55 goal.

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Exhibit A – Local Demand Survey – Giles and Contiguous Counties



Welding Industry Needs Survey

TCAT-Pulaski has applied for a G.I.V.E. grant from the governor's office to expand our Welding program training capacity by adding more booths and machines. State industry trend data is not showing as much of a need for welders statewide as we are seeing in our area. Please complete the survey below to help us justify the need for welding training capacity expansion. Your answers are for our grant writing purposes only. Your answers do not commit you to any employment obligations, etc. All information will be aggregated for the grant narrative. Thank you! --Mike Whitehead, President (TCAT-Pulaski)

1. How many welders (experienced and student) could you hire TODAY if they were available?

2. What do you anticipate your welder needs to be in the next 3-5 years considering turnover, retirement, company growth?

- ☐ 5-10
- ☐ 10-20
- ☐ 20-30
- ☐ 30+
- ☐ Other (please specify)

3. List your company name & location.

Done

Powered by
 SurveyMonkey
See how easy it is to [create a survey](#).

Below are the responses from the survey (individual company names redacted), along with calculated estimates of lower, most likely, and upper bound estimates for the 3-5 year demand for welders.

Welding Industry Needs Survey (August 2019)

Company name & location.	Employer Responses		Current Need			3 - 5 Year Need		
	How many welders (experienced and student) could you hire TODAY if they were available?	What do you anticipate your welder needs to be in the next 3-5 years considering turnover, retirement, company growth?	Lower Bound	Most Likely	Upper Bound	Lower Bound	Most Likely	Upper Bound
[REDACTED] Pulaski TN	3	20-30	3	3	3	20	25	30
[REDACTED] Lawrenceburg, TN	6	20-30	6	6	6	20	25	30
[REDACTED] Lawrenceburg TN	4	30+	4	4	4	31	35	40
[REDACTED] Lawrenceburg TN	4	5-10	4	4	4	1	7.5	10
[REDACTED] Fayetteville, TN	10	10-20	10	10	10	10	15	20
[REDACTED] Columbia, TN 38401	5	10-20	5	5	5	10	15	20
[REDACTED] Lewisburg TN	5	30+	5	5	5	31	35	40
[REDACTED] Pulaski TN 38464	5	10-20	5	5	5	10	15	20
[REDACTED] Lewisburg TN	3	30+	3	3	3	31	35	40
[REDACTED] Columbia TN	12	20-30	12	12	12	20	25	30
[REDACTED] Columbia, TN 38401	1-2	5-10	1	1.5	2	5	7.5	10
[REDACTED] Lewisburg, TN	1	15	1	1	1	10	15	20
Total			59	59.5	60	199	255	310

Range answers are estimated at the lower end of the range for lower bound, the midpoint of the range for most likely, and the upper end of the range for upper bound. Those answering >30 are estimated at 31 (lower bound); 35 (likely); and 40 (upper bound)

Figure 12: Survey of Local Employers' Welder Demand

Below are the estimates for total local (Giles and contiguous counties) new demand for welders, based upon TCAT-P opinion that the respondents to the survey represent 50% of all welding job hires, with a lower bound of 40% and an upper bound of 60%.

Total Local Estimates				
Respondents % of All Welder Jobs	Current Need	3-5 Year Lower Bound	3-5 Year Most Likely	3-5 Year Upper Bound
40%	149	498	638	775
50%	119	398	510	620
60%	99	332	425	517

Figure 13: Estimate of Total Local Area Welder Demand

Exhibit B - Letters from Area Employers Supporting Alignment of Program with Needs

Letters from:

Tonja Garrett, Chief Operating Office, South Central Tennessee Workforce Alliance



September 5, 2019

To Whom It May Concern:

The South Central TN Workforce Alliance is pleased to offer its support and partnership for TN College of Applied Technology (TCAT) Pulaski's proposal for the GIVE (Governor's Investment in Vocational Education) Grant. Work Based Learning is a proven strategy that positively impacts the lives young people to bridge the gap between high school and high demand careers in business and industry.

In 2014, The South Central TN Workforce Alliance partnered with TCAT Pulaski to provide Internship opportunities for students enrolled in our Southern Middle TN region. The **TN LEAP Closing Gaps through Partnerships** project focused on filling the workforce pipeline in Production (Manufacturing) Pathways starting with the high schools.

We are proud to continue this successful partnership and plan to build upon and grow more Work Based Learning opportunities to students in our region through the GIVE Initiative.

Respectfully,

Tonja Garrett
Chief Operating Officer
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

5000 Northfield Lane, Suite 124 • Spring Hill, TN 37174
931.398.6000 • fax # 931.486.0033 • www.sctworkforce.org

Board Chairman – Robby Moore

South Central Tennessee Workforce Alliance/Administrative Entity

TTY # 931.388.3869

Exhibit C – Supporting Material from Local Agencies Showing Analysis of Labor Market Trends or Needs Identified by Employers

Letters from

Elaine Middleton, Executive Director, Fayetteville Lincoln County Industrial Development Board

Greg Lowe, Director of Economic Development, City of Lewisburg



September 5, 2019

Tennessee College of Applied Technology - Pulaski
Mike Whitehead, M. Ed.
1233 E. College Street
Pulaski, TN 38478

Dear Mr. Whitehead,

I would like to express our full support of your GIVE grant proposal for a welding program in our community at the newly established Lincoln Central Academy. The addition of a welding program in our community will serve as a pipeline of skilled labor desperately needed among industries in Lincoln County and our surrounding area. The need for skilled welders is a challenge for many of our industries and currently today we have more than 12 unfilled welding positions with 9 of those at one existing industry. We have two new industries coming to our community that will begin production next year who will also need welders. This need is not just isolated to our community. Our surrounding areas, who also provide a pipeline of skilled labor to our community, are also experiencing the same shortage of welders.

This grant will provide a pathway to success for our existing workforce as well as our future workforce.

Being the main business voice and economic recruitment agency for Lincoln County, we understand the need for this program and support every effort to improve our regions economy.

Sincerely,

A handwritten signature in blue ink that reads 'Elaine Middleton'. The signature is fluid and cursive.

Elaine Middleton
Executive Director

16 FRANKE BOULEVARD FAYETTEVILLE, TN 37334
P 931-433.0607 F 931-433.8577 WWW.FLCIDB.COM



September 4, 2019

Subject: TCAT-Pulaski GIVE Grant Application for Welding Programs

To Whom It May Concern:

As Director of Economic Development, I am authorized to proclaim that the City of Lewisburg is pleased to provide this letter of commitment to support TCAT-Pulaski and its GIVE Grant application in regards to expanding and increasing its Welding Training Capacity.

Lewisburg and Marshall County are blessed to have several Manufacturing Partners and many have expressed a real need to find quality welders. In fact, in our last Advanced Manufacturing Council meeting, one of the goals for 2020 is to better market welding training programs from our middle and high school technology training centers up through our Tennessee College of Applied Technology training centers. As automotive suppliers, machining, tool & die and metalworking are just some of our main industrial target sectors, the quality and availability of well-trained welders is essential to sustaining and growing our target sector base of employers.

Employers that have expressed a need for welders and support for increased welding training:

- **Multimatic** – Automotive Supplier with Traditional and Robotic Welder Needs
- **Talos Engineered Products** – Designer, Manufacturer and Installer of Conveyor Systems with Traditional Welder Needs
- **Walker Die Casting** – Aluminum Die Cast Manufacturer with Traditional Welder Needs
- **Teledyne** – Electronic and Microelectronic Manufacturer in Defense & Aerospace Industry with Traditional, Robotic and Specialized Welder Needs

These four employers represent more than 1,500 employees but only half of the companies that require quality, well-trained and abundant welders in Marshall County.

For these reasons above, the City of Lewisburg Economic Development supports Tennessee College of Applied Technology and its efforts to use the GIVE Grant to expand its Welding Training Capabilities for Marshall County and the South Central Tennessee Region.

I hope you will approve this grant request to improve the quality and availability of a much-needed workforce segment in South Central Tennessee.

Thank you.

Sincerely yours,

Greg Lowe – Director of Economic Development, City of Lewisburg

Exhibit D – Critical Convenings, Measurable Objectives

The project timeline shows key activities and timing required to meet the objective of implementation in time for the Fall 2021 trimester.

In this Exhibit, we show the critical meetings and measurable objectives that will bring this project to its planned fruition.

SPACE PREPARATION	
Critical Meetings	Month
Space Planner, Architect, and Estimator w/ Project Manager and Welding Instructor - Design	1-7
Potential Contractor Walk Throughs and Q&A	7
Bid Reviews and Clarification with Architect and Project Manger	7
Ongoing Construction Management Meetings	8-15
Equipment Specification Discussion with Faculty and Area Businesses	14-17
Equipment Bid Reviews	17
Equipment Testing Sign Off with Faculty, Installer, and Project Manager	18-19
Measurable Objectives	
Space Rehab Bid Let On Schedule	
Number of Bids Meets Requirements	
Bids Within Estimates of Cost	
Bid Schedule Within Estimate of Schedule and Time	
Contractor Delivers Within Budget	
Contractor Delivers Within Schedule	
Equipment Specification Satisfies Industry Needs	
Equipment Specification within Budget	
Equipment Bids Let on Time	
Equipment Bids Within Schedule Delivery and Budget	
Equipment Delivered on Time	
Equipment Installed on Time	
Equipment Passes Testing on Time	

(continued on next page)

WORK BASED LEARNING	
Critical Meetings	Month
Develop Job Description for WBL Coordinator with Project Leader and Welding Faculty	3
Interviews with WBL Coordinator Applicants	4
Develop Additional WBL Opportunities w/ WBL Coordinator, Welding Faculty, Dual Enrollment HS, and Companies (multiple meetings)	7-18
Define WBL Assessments and Processes w/ WBL Coordinator, Welding Faculty, and Project Leader (multiple meetings)	5-7
Determine Participating Company Points of Contact w/ WBL Coordinator, Companies, and Faculty	7-18
Develop Needed MOUs w/ Project Leader, Coordinator, Companies	9-18
MOUs Signed with Companies (multiple meetings)	9-18
Measurable Objectives	
WBL Coordinator Hired On Time	
WBL Entire Program Mapped with WBL Continuum Covering All Step	
HS Agree to WBL for Dual Enrolled Students	
Target Number of Companies Recruited	
Recruited Companies Map to All Elements of WBL	
Requisite Number of MOUs Signed	

FACULTY AND MARKETING	
Critical Meetings	Month
Design Marketing Program and Materials With Project Leader, Faculty, Materials Designer, WBL Coordinator (when hired)	1-14
Presentations and Meetings with HS for Dual Enrolled Students, CTE Faculty and Staff, and Guidance Counsellors (multiple meetings)	11-20
Presentations and Meetings with Potential Adult Students, w/ Recruiters and Faculty	11-20
Interviews with Potential Faculty Hire, with Existing Faculty and Project Leader	16-18
Measurable Objectives	
Marketing Program and Materials Completed On Time	
Target HS Dual Enrollment Numbers Met	
Target Adult Enrollment Number Met	
Additional Faculty Hired on Time and in Budget	

Exhibit E - MOUs

Franke Foodservice

C&S Plastics

Memorandum of Understanding

between

Tennessee College of Applied Technology-Pulaski

and

Fayetteville-Lincoln County Industrial Development Board

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Tennessee College of Applied Technology-Pulaski (TCAT-Pulaski) and the Fayetteville-Lincoln County Industrial Development Board who are partnering to support to the Governor's Investment in Vocational Education (GIVE) grant program.

Partner name: Tennessee College of Applied Technology-Pulaski

Partner representative: Mike Whitehead

Position: President

Address: 1233 E College St., Pulaski, TN 38478

Telephone: 931-424-4014

E-mail: mike.whitehead@tcatpulaski.edu

Partner name: Fayetteville-Lincoln County Industrial Development Board

Partner representative: Elaine Middleton

Position: Executive Director

Address: 16 Franke Boulevard, Fayetteville, TN 37334

Telephone: 931-433-0607

E-mail: elaine@flcidb.com

Purpose

The purpose of this MOU is to establish an agreement between the above mentioned parties concerning their respective roles and responsibilities for implementation of a GIVE grant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the GIVE program.

Governor's Investment in Vocational Education (GIVE) Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the GIVE program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the GIVE grant project:

Duties of Parties

In this section, the responsibilities and agreements of each party is described separately.

For the **lead agency, TCAT-Pulaski**, the responsibilities and agreements could include:

- ☐ *Serve as the fiscal agent for the grant;*
- ☐ *Provide needed support including office space, telephone use, and computer use to carry out the administrative duties of the GIVE grant;*
- ☐ *Provide classroom space and other appropriate space to accommodate the GIVE program;*
- ☐ *Be responsible for purchasing necessary materials/supplies/equipment for designated components in accordance with the GIVE grant budget;*
- ☐ *Support staff in trainings and professional development opportunities in areas related to programming and issues;*
- ☐ *Complete paperwork related to any association with the program;*
- ☐ *Provide access to assessment and other available data for the purposes of program evaluation;*
- ☐ *Assist the program in developing, implementing, and making progress on its sustainability plan;*
- ☐ *Recruit and refer students to the GIVE program work;*
- ☐ *Participate on the Advisory Team; and/or*
- ☐ *Other:*

For a **IDB partner**, the following may apply:

- ☒ *Recruit and refer business and industry partners to the participate in the GIVE program;*
- ☒ *Communicate and collaborate with all partners about rules, expectations, and norms;*
- ☒ *Complete requested documentation related to and associated with the program within a timely manner;*
- ☒ *Assist with access to assessment and other available industry data for the purposes of program evaluation;*
- ☒ *Assist the program in developing, implementing, and making progress on its sustainability plan;*
- ☒ *Participate on the Advisory Team; and/or*
- ☐ *Other:*

Meetings

All major administrative decisions concerning the GIVE program shall be brought to the Advisory Team. The Advisory Team consists of (list partners) and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least two times per year, or as needed, about key decisions and issues related to successful program implementation. The Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the

IDB(2)

operations of the program. If partners cannot come to a mutual agreement, the lead agency, TCAT-Pulaski, will have final decision-making authority.

Funding

Clearly describe any grant funds, the amount and category (salaries, contracted services, materials and supplies, etc.) that will be provided to the non-lead agency(s):

In addition, partners will provide _____. (List funds and other commitments)

Duration

The agreement is for a period of 30 months beginning with the execution of a grant contract with a preference for extending into a long-term alliance to foster skills training and workforce development needs.

Procedures for Modification and Termination

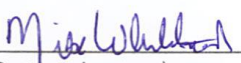
- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator for approval.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the GIVE program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.


(Partner signature)

Mike Whitehead

President

Tn College of Applied Technology-Pulaski

Date: 9/6/19


(Partner signature)

Elaine Middleton

Executive Director

Fayetteville-Lincoln Co. Ind. Dev. Board

Date:

IDB(3)

Memorandum of Understanding
between
Tennessee College of Applied Technology-Pulaski
and
C&S Plastics, LLC

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Tennessee College of Applied Technology-Pulaski (TCAT) and the C&S Plastics, LLC who are providing services and/or support to the Governor's Investment in Vocational Education (GIVE) grant program.

Partner name: Tennessee College of Applied Technology-Pulaski
Partner representative: Mike Whitehead
Position: President
Address: 1233 E College St, Pulaski, TN 38478
Telephone: 931-424-4014
E-mail: mike.whitehead@tcatpulaski.edu

Partner name: C&S Plastics, LLC
Partner representative: Ed Carter
Position: President
Address: 24 Franke Blvd., Fayetteville, TN 37334
Telephone: 931-438-8200
E-mail: ecarter@csplasticsllc.com

Purpose

The purpose of this MOU is to establish an agreement between the above mentioned parties concerning their respective roles and responsibilities for implementation of a Governor's Investment in Vocational Education (GIVE) grant project.

This agreement is to establish and coordinate joint processes and procedures for the provision of the GIVE program including the cultivation of potential industry partners, program promotion and marketing, and program evaluation.

GIVE Grant Program Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the GIVE program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program. The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the GIVE grant project:

Duties of Parties

In this section, the responsibilities and agreements of each party is described separately.

For the lead agency, Tennessee College of Applied Technology-Pulaski, the responsibilities and agreements could include:

- ☐ Serve as the fiscal agent for the grant;
- ☐ Provide needed support including office space, telephone use, and computer use for project staff;
- ☐ Provide classroom space and all other appropriate space to accommodate the program;
- ☐ Be responsible for purchasing necessary materials/supplies/equipment for designated components in accordance with the GIVE project budget;
- ☐ Support staff in trainings and professional development opportunities in areas related to programming and issues;
- ☐ Participate in the evaluation of the program at the local and state level;
- ☐ Complete paperwork related to any association with the program;
- ☐ Provide access to assessment and other available data for the purposes of program evaluation;
- ☐ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☐ Recruit and refer students, faculty, and industry to the program;
- ☐ Participate on the Advisory Team; and/or
- ☐ Other:

For a community partner, C&S Plastics, LLC, the following may apply:

- ☒ Offer students opportunities for work-based learning, job shadowing, and/or internships related to the GIVE grant project;
- ☐ Offer faculty/teachers opportunities for externships related to the GIVE grant project;
- ☒ Communicate and collaborate with all partners about rules, expectations, and norms;
- ☒ Communicate and collaborate with school partners about curriculum and instruction;
- ☐ Establish a collaborative relationship with partnering agencies;
- ☐ Complete paperwork, as requested, related to and associated with the GIVE program;
- ☐ Participate in the evaluation of the GIVE program at the local and state level;
- ☐ Assist the program in developing, implementing, and progressing its sustainability plan;
- ☐ Participate on the Advisory Team; and/or
- ☐ Other:

Meetings

All major administrative decisions concerning policy and personnel of the GIVE program shall be brought to the Advisory Team. The Advisory Team consists of (list partners) and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least two times per year, or as needed, about key decisions and issues related to successful program implementation. The Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the

CES(2)

operations of the program. If partners cannot come to a mutual agreement, Tennessee College of Applied Technology-Pulaski will have final decision-making authority.

Funding

Clearly describe any grant funds, the amount and category (salaries, contracted services, materials and supplies, etc.) that will be provided to the non-lead agency(s):

In addition, partners will provide _____. (List funds and other commitments)

Duration

The agreement is for a period of 30 months from the execution of a grant contract with a preference to extend into a long-term affiliation to address skills gaps and local workforce needs.

Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator for approval.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the GIVE program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Mike Whitehead
(Partner signature)
Mike Whitehead
President
TN College of Applied Technology-Pulaski
Date: 9/6/19

Ed Carter 8-16-19
(Partner signature)
Ed Carter
President
C&S Plastics, LLC
Date:

c&s(3)

Exhibit F – Budget

GRANT BUDGET

GIVE Program Competitive Grant

The grant budget line-item amounts shall be applicable only to expenses incurred during the following applicable period:

BEGIN: October 24, 2019

END: April 25, 2022

POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY ¹	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1,2	Salaries, Benefits & Taxes	\$ 288,300.58		\$ 288,300.58
4,15	Professional Fee, Grant & Award ²			\$ -
5,6,7,8,9,10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment, Rental & Maintenance, Printing & Publications			\$ -
11,12	Travel, Conferences & Meetings			\$ -
13	Interest ²			\$ -
14	Insurance			\$ -
16	Specific Assistance to Individuals			\$ -
17	Depreciation ²			\$ -
18	Other Non-Personnel ²			\$ -
20	Capital Purchase ²	\$ 750,000.00		\$ 750,000.00
22	Indirect Cost	\$ 25,000.00		\$ 25,000.00
24	In-Kind Expense			\$ -
25	GRAND TOTAL	\$ 1,063,300.58	\$ -	\$ 1,063,300.58

GRANT BUDGET

GIVE Program Competitive Grant

The grant budget line-item amounts shall be applicable only to expenses incurred during the following applicable period:

BEGIN: October 24, 2019

END: April 25, 2022

POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY ¹	GRANT CONTRACT
1,2	Salaries, Benefits & Taxes	\$ 288,300.58
	WBL Coordinator salary (30 months)	\$ 72,800.00
	WBL Coordinator payroll taxes (30 months)	\$ 5,569.20
	Welding Full-Time Faculty salary (30 months)	\$ 120,000.00
	Welding Full-Time Faculty payroll taxes (30 months)	\$ 9,180.00
	Welding Full-Time Faculty insurance benefits (30 months)	\$ 16,932.00
	Welding Full-Time Faculty retirement benefits (30 months)	\$ 10,740.00
	Welding Full-Time Faculty 401K benefit	\$ 600.00
	Welding Adjunct Faculty salary (30 months)	\$ 48,750.00
	Welding Adjunct Faculty payroll taxes (30 months)	\$ 3,729.38
20	Capital Purchase	\$ 750,000.00
	Welding equipment	\$ 250,000.00
	Space renovations	\$ 500,000.00
22	Indirect Cost	\$ 25,000.00
	Grant reporting, project evaluation & assessment	\$ 25,000.00
25	GRAND TOTAL	\$ 1,063,300.58